

Grade 8  
WRITING TASK A

Development Score Point 1  
Conventions Score Point 1

Design a field trip that goes with something you have learned this year. Describe this field trip.

In ecology we learned about animals. So for a field trip we could go to the zoo. We learned about how animals interact with each other and other elements. We could feed the hamas peanuts. Then see what they do and if they'll fight over the peanuts.

Design a field trip that goes with something you have learned this year. Describe this field trip.

The field trip we would take would have to be visiting a Microsoft factory. We would go here for Office-XP to learn more about computers and computer programs.

The factory would have a lot of computers and new programs. There would also be new computers. They might let us practice on some made for learning about computers. We then could see how they are built and programmed. I think that would be a pretty cool field trip.

Design a field trip that goes with something you have learned this year. Describe this field trip.

The field trip I would plan would be when all the students are all taken to an area where the electricity is provided by solar energy.

During that field trip we will learn about solar electricity, we will try solar electricity out, and we will also "dissect" a solar panel to see what they are made of.

This trip will be a two day trip where everyone sleeps in tents and camps out somewhere close. We would have bonfire stories at for some excitement that night.

The solar energy trip will hopefully introduce solar energy to the students. The students will hopefully come back with not only great stories to tell but definitely some new facts.

This trip, I would hope, would be a very great learning experience and would, maybe give kids a different perspective about electricity. I believe this would be one trip the kids would enjoy and want to be there and learn about it.

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Development Score Point 4  
Conventions Score Point 3

Design a field trip that goes with something you have learned this year. Describe this field trip.

A field trip that I would have would be to go to Israel. This trip would include all the students that were learning about Israel. We would fly to Israel and take a tour or something to see what it is like. I would like to have it so we would have to be one of the people in Israel. I personally would want to be a Jew. We should do this so we can learn and feel what it is like to be one of them. After we would know what it feels like being an outsider. People would go around doing the things the people of Israel do on a daily basis. We would eat like them, try to talk like them, dress like them, act like them, etc... It would be a good experience for kids to know because if something was going on over there and the people were getting hurt for things like who they are, we would know what it is like. We would know because we had lived life like they do. I would go around to Israel, Jerusalem, Palestine, and Jordan to experience & learn what it is like in all those places. My social studies teacher is teaching us about it right now and he is doing a really good job so I am wondering what it is really like over there. I think seeing what really happens when different religions over there collide. Like when a Jew goes to Israel or etc.... I just think going on a trip to experience something that I am learning would be kinda cool.

Design a field trip that goes with something you have learned this year. Describe this field trip.

The field trip that I am designing relates to the book "A Separate Peace" by John Knowles. We will be taking trip to a prep school in New Hampshire. Once at the prep school we will follow the main character of the book's schedule through the day. We will visit a trigonometry classroom and visualize where ~~the~~ Gene, the main character, failed his first test ever. After going through his classes we will visit his room where he and his roommate Finny were ~~was~~ staying through the summer session. Taking a trip to the playing fields will be the next part of the field trip. For a little fun activity we would get a ball and play the game called "blitz ball." Blitzball is a game that Finny made up which is like football and rugby combined. Of course we would make our game a little less violent. We would then, after being quite sweaty, take a trip to the beach that Finny and Gene visited one night. After taking a dip and cooling down we would then return to the school grounds and visit the most important place, in my opinion, the tree. Finny and Gene loved to jump out of that tree and one time Finny shattered his leg. This tree is a very symbolic place. That would conclude our field trip!

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WRITING TASK ADevelopment Score Point 6  
Conventions Score Point 4

Design a field trip that goes with something you have learned this year. Describe this field trip.

My History class and I took a field trip today to the past. Our first stop was in Normandy, France, in the 1940's. We watched the invasion of German Territory right on Omaha beach. When we got off the machine, we watched 1,000's of men drop like flies. Most of the troops never made it onto the beach, as they were shot on the boats and in the water. WWII was a very stressful and hectic time. The teacher decided to load us up onto the machine again and traveled to New York City in 1930. At this time we would see the Great Depression taking place. We sat watching a very large line of people of all types waiting for a piece of bread and a warm cup of soup. As you look around you could see signs on most building that said "Out of Business", or "No Job Offerings." At this point the fight for survival was at wits end. Next, our teacher fired up the machine and teleported to the 1800's in Gettysburg, Pennsylvania, as the great battle was going on. When the machine shut down, we watched 10,000's of men fighting for one cause. The amount of blood that spewed onto the ground almost made me hurl. We watched cannons blasting, and rifles firing as the North broke the lines. We got back onto the time machine and traveled to Philadelphia in 1776. We ended up in the building as the founding fathers were signing the Declaration of Independence. We witnessed the birth of a free country. In the room, it was very hot, muggy, and very very smelly. We decided to make one last stop because it was getting late. The teacher turned on the machine and we traveled to Plymouth Rock, just as the Mayflower was making anchor. I stood and watched

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the beginning. Our teacher said, "This is where it all began, if it wasn't for this ship, most of us wouldn't be here." We saw men unloading onto a rowboat ready to begin a new life, and what they didn't know, a new country. We got back to school around three, all silent because of what we witnessed today. I'm sure I won't take advantage of everything I usually do anymore.

**MEA WRITING SCORING GUIDE  
MEA GRADE 8 FIELD TEST 2003–2004**

Stylistic & Rhetorical Aspects of Writing Topic Idea Development					
1	2	3	4	5	6
<ul style="list-style-type: none"><li>▪ Little topic development and/or organization, few details</li><li>▪ Possible evidence of voice</li><li>▪ Simplistic language (wording and sentence structures)</li></ul>	<ul style="list-style-type: none"><li>▪ Limited topic development, focus, and/or details</li><li>▪ Evidence of voice</li><li>▪ Limited variety in language used (wording and sentence structures)</li></ul>	<ul style="list-style-type: none"><li>▪ Moderate topic development, focus, and details</li><li>▪ Some voice</li><li>▪ Some variety in language used (wording and sentence structures)</li></ul>	<ul style="list-style-type: none"><li>▪ Well developed with control and relevant details</li><li>▪ Consistent voice</li><li>▪ Variety in language used (wording and sentence structures)</li></ul>	<ul style="list-style-type: none"><li>▪ Fully developed with strong details</li><li>▪ Sustained voice and/or tone with emerging style</li><li>▪ Effective use of language</li></ul>	<ul style="list-style-type: none"><li>▪ Topic and details richly developed</li><li>▪ Distinctive voice, tone, and style</li><li>▪ Rich use of language</li></ul>
Topic Development	The overall effect of the paper				
Organization	The degree to which the response is: <ul style="list-style-type: none"><li>▪ Focused</li><li>▪ Clearly and logically ordered</li><li>▪ Clarified by paragraphs</li></ul>				
Details	The degree to which the response includes examples that develop the main points				
Language/Style	The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety is effective				
Standard English Conventions					
1	2	3	4		
<ul style="list-style-type: none"><li>▪ Errors seriously interfere with communication and/or</li><li>▪ Little control of sentence structure, grammar and usage, and mechanics in <b>first-draft writing</b></li></ul>	<ul style="list-style-type: none"><li>▪ Errors interfere somewhat with communication and/or</li><li>▪ Few or no errors in simplistic or limited text in <b>first-draft writing</b></li></ul>	<ul style="list-style-type: none"><li>▪ Errors do not interfere with communication and/or</li><li>▪ Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in <b>first-draft writing</b></li></ul>	<ul style="list-style-type: none"><li>▪ Control of a variety of sentence structures, grammar and usage, and mechanics</li><li>▪ Length and complexity of essay provide opportunity for student to show control of Standard English conventions in <b>first-draft writing</b></li></ul>		
Sentences	The degree to which the response includes sentences that are correct in structure				
Grammar and Usage	The degree to which the response demonstrates correct <ul style="list-style-type: none"><li>▪ Use of standard grammatical rules of English</li><li>▪ Word usage and vocabulary</li></ul>				
Mechanics	The degree to which the response demonstrates correct <ul style="list-style-type: none"><li>▪ Punctuation</li><li>▪ Capitalization</li><li>▪ Spelling</li></ul>				

Prompt: Design a field trip that goes with something you have learned this year. Describe this field trip.

Annotation: This prompt is designed to evoke descriptive narratives built with details that chronicle a field trip. The prompt states that the field trip should be described in terms of something learned in class.